

### Validation Committee

1. **Bryan Albrecht**, *President of Gateway Technical College, a two-year college in Kenosha, Wisconsin*  
Serves as President of the Association for Career and Technical Education and the President's Advisory Council for the National Council of Advanced Technology Center. Has background in secondary and postsecondary education and serves on numerous workforce related boards and participates in related standards and assessment organizations that bridge the education and economic workforce development fields including the Board of Directors-Manufacturing Skills Standards Council; Board of Directors, Center for Occupational Research and Development; and Member of the Education Council for the National Association of Manufacturers.
2. **Arthur Applebee**, *Distinguished Professor and Chair of the Department of Educational Theory and Practice, University at Albany, State University of New York*  
Nationally recognized as leading authority on ELA; long-time NAEP advisor; David A. Russell Award for Distinguished Research in the Teaching of English from NCTE for book *Curriculum as Conversation: Transforming Traditions of Teaching and Learning*; has advised policymakers at the national, state, and district levels on curriculum, instruction, and assessment; and is an elected member of the International Reading Hall of Fame.
3. **Sarah Baird**, *K-5 Mathematics Specialist/Teacher, Kyrene (Tempe/Phoenix) Elementary School District*  
2009 Arizona Teacher of the Year, National Board Certified; member of the Arizona Science, Technology, Engineering and Mathematics Academy. As math coach, teaches math in about 60 classrooms in two schools for students in Kindergarten through fifth grade.
4. **Jere Confrey**, *Senior Research Fellow and Professor, Friday Institute for Educational Innovation, North Carolina State University*  
Co-author of NRC's Scientific Research in Education; extensive work in formative assessment in mathematics; current research project: GISMO (Generating Increased Science and Math Opportunities).
5. **David Conley**, *Professor & Director of Center for Educational Policy Research, University of Oregon; CEO, Educational Policy Improvement Center*  
Research on standards-based education and systemic school reform; directed project Standards for Success, which released *Understanding University Success*, documenting the knowledge and skills students need to succeed in entry-level university courses; recent book, *College Knowledge*, further reports on this line of research; current book, *College and Career Ready*, expands on findings in this area.
6. **Linda Darling-Hammond**, *Charles Ducommun Professor of Ed. and Co-Director of School Redesign Network, Stanford University*  
International curriculum studies, school restructuring, teacher quality and educational equity; former president of the American Educational Research Association; former executive director of National Commission on Teaching and America's Future, whose 1996 report, *What Matters Most: Teaching for America's Future*, led to sweeping policy changes affecting teaching and teacher education.
7. **Alfinio Flores**, *Hollowell Professor of Mathematics Education, University of Delaware*  
Nationally recognized expert in mathematics education and mathematics teaching and learning, curricular development, pre- and in-service preparation of teachers of mathematics

8. **Brian Gong**, *Director, National Center for the Improvement of Educational Assessment*  
Nationally recognized expert in standards and assessment; was research scientist in the Division of Cognitive and Instructional Science and Associate Commissioner for the Kentucky Department of Education; Technical Advisory Committee member for the New England Common Assessment Program (NECAP) and understands the working relationship between standards and large scale assessment programs.
9. **Kenji Hakuta**, *Lee L. Jacks Professor of Education, Stanford University*  
Research on bilingualism and the acquisition of English in immigrant students; chaired the National Academy of Sciences report, *Improving Schooling for Language-Minority Children*; co-edited a book on affirmative action in higher education, *Compelling Interest: Examining the Evidence on Racial Dynamics in Higher Education*; has testified to Congress on a variety of topics, including language policy, the education of language minority students, affirmative action in higher education, and improvement of quality in educational research; helped start the University of California at Merced as its Founding Dean of Social Sciences, Humanities and Arts.
10. **Feng-Jui Hsieh**, *Associate Professor of the Mathematics Department at the National Taiwan Normal University*  
Researches mathematics learning, mathematics teaching, teacher education, and pre-service and in-service teachers' professional development; served as chairman of Taiwan's first Evaluation Committee of the Junior High School Mathematics Textbook and a member of the first Evaluation Committee of the Elementary School Mathematics Textbook; member of the committee of the first national curriculum standards for private textbook publishers at the high school level; received grants from National Science Council in Taiwan and Ministry of Education; serves as Taiwan's representative on two international studies administered by the International Association for the Evaluation of Educational Achievement and the National Science Foundation.
11. **Jeremy Kilpatrick**, *Regents Professor, the University of Georgia*  
Charter member of the National Research Council's Mathematical Sciences Education Board; numerous awards including the 2007 Felix Klein Medal honoring lifetime achievement in mathematics education from the International Commission on Mathematical Instruction and the 2003 Lifetime Achievement Award for Distinguished Service to Mathematics Education from the National Council of Teachers of Mathematics; chaired the committee that created *Adding it Up* (2001), a report by the National Research Council regarding proficiency in mathematics.
12. **Barry McGaw**, *Professor and Director of Melbourne Education Research Institute, University of Melbourne; Director for Education, OECD*  
Chaired governmental review committees for curriculum and assessment in upper secondary years; was President of the Australian Association for Research in Education and International Association for Educational Assessment; received Australian Centenary Medal "for distinguished service through educational research and policy" in 2003.
13. **James Milgram**, *Professor of Mathematics at Stanford University*  
One of the authors of the *California Mathematics Standards*, the *California Mathematics Framework*, and has worked with a number of other states as well as Achieve on their standards. More recently, he has worked with the Secretary's office at the Department of Education on issues relating to the mathematics that pre-service K - 8 teachers need to know and how they should understand it.
14. **David Pearson**, *Professor and Dean of Graduate School of Education; University of California at Berkeley*

- Literacy expert; research on practice and policy in literacy instruction and assessment; was president of the National Reading Conference and on boards of directors for the International Reading Association, National Reading Conference, and Association of American Colleges of Teacher Education; several honors/awards from these organizations.
15. **Stanley Rabinowitz**, *Director, Assessment and Standards Development Services, WestEd*  
Directs assessment development for KY and NV; directs WestEd/CRESST Assessment and Accountability Comprehensive Center; several published papers on use of integrated standards and assessment systems in high-stakes state programs and worker-training initiatives; previously directed the statewide assessment program for the NJ Department of Education.
  16. **Lauren Resnick**, *Distinguished University Professor and Director of Institute for Learning, University of Pittsburgh*  
Served as director of the Learning Research and Development Center at the University of Pittsburgh; internationally known scholar in cognitive science of learning and instruction; research on the learning and teaching of literacy, math, and science; co-founded the New Standards Project (1990-1999), which developed performance-based standards and assessments that widely influenced state and school district practices.
  17. **Andreas Schleicher**, *Head of the Indicators and Analysis Division (Directorate for Education), OECD*  
Directs the OECD Programme for International Student Assessment (PISA) and the Indicators of Education Systems programme (INES); previously served as Director for Analysis at the Institute for Educational Research in the Netherlands (1993-1994) and International Coordinator for the IEA Reading Literacy Study at the University of Hamburg, Germany (1989-1992); awarded the "Theodor Heuss" prize for "exemplary democratic engagement" in association with the public debate on PISA.
  18. **William Schmidt**, *University Distinguished Professor and Co-Director of Education Policy Center, Michigan State University*  
Co-director of US-China Center for Research on Educational Excellence and co-director of Promoting Rigorous Outcomes in Math and Science Education Project; gave recommendations for internationally competitive K-12 math standards for Minnesota; participated in Third International Mathematics and Science Study (TIMSS) curriculum study.
  19. **Catherine Snow**, *Henry Lee Shattuck Professor of Education, Harvard Graduate School of Education*  
International expert on literacy instruction. Has chaired several major committees on literacy; has studied low-income students; and has written about bilingualism and its relation to language policy issues.
  20. **Christopher Steinhauer**, *Superintendent of Schools, Long Beach Unified School District*  
Knowledge in CA ELA standards and implementation across a very large school district; during his years as Deputy Superintendent, students in all major racial and ethnic groups throughout the district made unprecedented gains on rigorous state tests.
  21. **Sandra Stotsky**, *Endowed Chair in Teacher Quality, Department of Education Reform, University of Arkansas; Chair, Sadlier Mathematics Advisory Board*  
Abundant experience in developing and reviewing ELA standards; as Sr. Assoc. Commissioner in MA Department of Education (1999-2003) revised PreK-12 standards;

Steering Committee for NAEP reading for 2009; served on National Math Advisory Panel in 2006.

22. **Dorothy Strickland**, *Professor of Reading and Samuel DeWitt Proctor Chair in Education, Rutgers University*

National expert on literacy; recently assisted the New Jersey Department of Education in its ELA standard for young children; has served on many national panels and task forces over the past few decades, including the National Center for Learning Disabilities Professional Advisory Board and Secretary of HHS Leavitt's Advisory Board of Head Start Accountability and Advisory on Head Start Research and Evaluation.

23. **Martha Thurlow**, *Director of the National Center on Educational Outcomes*

Focuses on implications of contemporary U.S. policy and practice for students with disabilities and English Language Learners, including national and statewide assessment policies and practices, standards-setting efforts, and graduation requirements and has conducted research and published extensively on assessment, learning disabilities, early childhood education, dropout prevention, effective classroom instruction, and integration of students with disabilities in general education settings.

24. **Norman Webb**, *Senior Research Scientist, WI Center for Education Research, University of Wisconsin at Madison*

Works on strategies for evaluating reform and rethinking how we evaluate math and science education for National Institute for Science Education; research on assessment of students' knowledge of math and science and alignment of standards and assessments; directs evaluations of curriculum and professional development projects.

25. **Dylan William**, *Director, Learning and Teaching Research Center, ETS*

Has taught master's and doctorate level courses on educational assessment, research methods, and the use of information technology in academic research; served as the academic coordinator of the Consortium for Assessment and Testing in Schools, which developed a variety of statutory and non-statutory assessments for the national curriculum of England and Wales; currently exploring how assessments may be used to support learning.